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DEPARTMENT OF
HEALTH AND HUMAN SERVICES

Office of Human Development Services
Administration on Developmental Disabilities

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LEISURE TIME ACTIVITIES

A Resource Manual For Developmentally Disabled Individuals And Their Advocates

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LEISURE TIME ACTIVITIES

A Resource Manual For Developmentally Disabled Individuals And Their Advocates

indices, inc.
5827 Columbia Pike
Falls Church, VA 22041

Developed for

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Office of Human Development Services
Administration on Developmental Disabilities
Washington, D.C. 20201

Grant No. 54-P-7-71428/3-01

1980

DHHS Publication No. (OHDS) 80-29006

PREFACE

For many years, individuals with developmental disabilities and other handicapping conditions were isolated from the general population. As such, their access to recreational, social, and avocational activities and outlets were limited. The 1970's marked a movement to end this isolation. Institutional placements and segregated classrooms were considered inappropriate for the majority of handicapped individuals. The preferred environment for service delivery became the community and the regular classroom. Emphasis began being placed on increasing the interaction between handicapped and non-handicapped persons.

Today, more and more handicapped people are finding themselves in community living situations. Opportunities are available for a wide variety of leisure time and recreational activities. Volunteers or advocates have begun to help disabled persons access these community resources; however, neither the advocates nor the disabled people are maximizing all the available opportunities.

In 1978, the Bureau of Developmental Disabliities (then the Developmental Disabliities Office) realized the need to assist developmentally disabled individuals and their advocates in identifying and using leisure time resources. To meet this need, the Bureau awarded indices, inc., a non-profit organization founded to improve the quality of life for handicapped individuals, a Grant of National Significance. The purpose of the award was to develop a leisure-time activities manual for developmentally disabled persons and/or their advocates.

This manual presents indices' approach toward meeting the recreational, social and avocational needs of handicapped individuals. The development of the manual has been influenced by the knowledge and experience of several organizations. The project staff would like to take this opportunity to recognize those who have contributed their time, effort, and support. They include:

- The Bureau of Developmental Disabilities
- Educational Communications System of Boston, Massachusetts
- Epilepsy Foundation of America
- National Association for Retarded Citizens
- National Society for Autistic Children
- United Cerebral Palsy Associations, Inc.

We appreciate their involvement and expertise.

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Chapter I

A. INTRODUCTION

This "Manual for Leisure Time Activities" has been written to assist you, the citizen and agency advocates, in your work with developmentally disabled people.

In this Manual you will find a discussion of the philosophy and roles of advocates as well as a compendium of ideas on how to interest developmentally disabled people in new activities. You will also find a listing of a wide range of activities which can be considered by you, the advocate, and your developmentally disabled friend when thinking about or looking for new things to do. The Manual also includes some ideas on where you and your friend can go for assistance or instruction.

There are many creative and fulfilling activities developmentally disabled people can be involved in that will help them to gain new skills, make new friends, and be personally rewarding. Many of these activities can be pursued in the community at settings

which are becoming more sensitive to the handicapped.

A major contribution of leisure time activities is to provide disabled individuals with challenging opportunities, meaningful experiences, and functional activities that accent what an individual can accomplish. Activities and approaches need to concentrate upon each individual's abilities, not impairment; emphasize potential, not deficiency; and encourage rather than discourage participants.

Throughout this Manual we have stressed the role of the advocate in expanding the experiences of the developmentally disabled. All too often limits have been imposed upon the disabled. They are limits that we impose to "help". They are limits that have origins in our own expectations for the disabled. Ultimately, they are a disservice to the disabled.

Today, the developmentally disabled are enthusiastically eager to share opportunities that we have taken for granted. More than ever the disabled want to extend their abilities, seek new experiences, and learn their own limitations. In that spirit of self discovery the advocate can be invaluable. Together both of you can learn and experience the joy that only taking a

chance can bring.

Use this Manual as a resource for expanding your horizons and the horizons of your developmentally disabled friend.

B. ROLE OF THE ADVOCATE

You, the advocate, play a vital role in the life of a developmentally disabled person. You provide the confidence and resources to try new skills and experience new places. You provide access and training so that the developmentally disabled person can continue trying things when you are no longer available.

Realistically, it is difficult to be constantly creative. Once you as the advocate have taken your friend to a baseball game, gone fishing or baked a cake, you begin to run out of ideas. The purpose of this Manual is to offer a variety of ideas that you may not have thought about. Hopefully, you will find yourself going new places, developing new skills, and exposing both you and your friend to new experiences.

First Task

In considering the needs of the developmentally disabled individual, you must remember that many of the skills and abilities that non-handicapped persons have acquired and many of the

opportunities of daily living that non-handicapped persons have available to them have not necessarily been afforded to the developmentally disabled. Little League, piano lessons, and ballet are not usually included in the resources available to the handicapped.

Many developmentally disabled individuals, when faced with unstructured, unplanned time, often watch long hours of television or wait for someone to entertain them. When faced with stimulating experiences and positive environments, most handicapped individuals are quick to join in, and anxious to participate.

Developmentally disabled individuals are usually given minimal credit for their talents or abilities. Activities such as bowling or swimming, tend to be the traditionally structured activities. Most people express themselves through their music, cooking skills, gardening or other hobbies. As a group, the developmentally disabled have been given few opportunities for these forms of self-expression.

Your first task is to uncover the untapped skills or interests of the disabled individual and expand the vehicles that further their expression or participation.

Mainstreaming

Historically, the developmentally disabled have lived isolated lives. Within the past ten years, great strides have been taken to assimilate developmentally disabled individuals into "normal" activities. Public Law 94-142, which mandates public schools to place the developmentally disabled in regular classrooms as much as possible, and the increase in community residences throughout the country, are indicative of the progress in mainstreaming. This progress in mainstreaming is also reflected in many disabled individuals participating in educational, recreational and vocational activities alongside non-handicapped people.

Realistically we have not been successful in assimilating developmentally disabled people into normal leisure time activities. If we bring a developmentally disabled individual to a restaurant, often, we bring ten other developmentally disabled persons in at the same time. By doing so, the handicaps are reinforced, rather than diminished. We also tend not to take advantage of the facilities available to non-handicapped persons--YMCA, Adult Education, Boy's Clubs, Health Spas, etc. We accept guidelines like "Wednesday night swimming", and bring fifteen handicapped persons to swim. This is not main-

streaming. This is using a public facility and restricting its' use to a segment of the population.

Using local resources available to the general community provides a tremendous opportunity for a person to try new skills and meet new people.

This not only changes attitudes of others attending the class, but improves the self image of the handicapped person. People learn that the person with a handicap is more like them than different, and the developmentally disabled person makes friends outside the sheltered workshop or work setting.

recreation departments

Most towns, cities, or counties, no matter how large or small, have a department of recreation. Find out what they have to offer. Most operate recreation programs for children and may provide adult swim programs, tennis, or sponsor a softball league. You may think about asking the department of recreation if a person you are familiar with who is developmentally disabled might be able to teach a course in story telling, beading, or dance.

4-H groups

In more rural areas, 4-H provides excellent training for agricultural programs, cooking, sewing, rug making, canning and preserving.

the Grange

The Grange, a century old organization, is still flourishing in many rural areas. It is basically now a community centered organization, but still may carry on the traditions of quilting, sewing and cooking for bazaars and fairs.

extension service

The Cooperative Extension is run on a county basis through the state university system and funded by the Department of Agriculture. It sponsors a whole host of adult education and in-home learning programs. Call the county office or write to the university headquarters to see what programs they offer.

Dignity of Risk

In normal everyday life, most people experience a series of events that are successful and some that are not too successful. When we choose to participate in a new experience, there are no guarantees for success, but if we did not take the risk, we would never have the chance to succeed in something new.

Unfortunately, our society has imposed a philosophy that encourages us to protect handicapped people from life's ongoing crises, so we discourage them from participating in activities which have the potential to cause harm or failure. Hence, the developmentally disabled may have been spared the disappointment derived from burning an unattended hamburger or taking the wrong bus at the

usual bus stop, but never tasted the victory of cooking a meal, or getting to your destination by yourself.

Competitive sports and challenging physical activity have also been denied to many developmentally disabled people. Needless to say, if a person is weak or has poor coordination, one does not suggest trying water skiing. However, simply because a person has a developmental disability does not mean the person cannot learn to water ski.

Wolf Wolfensberger, a noted philosopher within the field of mental retardation, asks, "Why has it seldom occurred to us that a mentally retarded man or woman can be seen as a courageous person?" Courageous can mean many things. It can mean strength during a time of danger or hardship. It can also mean a willingness to tackle a very difficult task. Many developmentally disabled people are far more courageous than we give them credit. They have lived with very difficult obstacles and, for the most part, have learned to overcome them. They should be given more credit for their abilities and provided with greater opportunity for testing and expanding their skills.

An Advocate's Skills

An advocate needs:

1. Enthusiasm and a sense of humor.

2. A capacity for accepting limited or slower progress.
3. Ingenuity and resourcefulness.
4. Creativity and the ability to be innovative.
5. A willingness to experiment or pioneer with new activities, attitudes and approaches.
6. Patience, understanding and tact.
7. A commitment to creative leisure as an integral part of the life process.

Inspiring Disabled People

How do I inspire the developmentally disabled person I am working with to try new things?

1. Accept the fact that the developmentally disabled persons are more like normal persons than different from them. The person you are working with will probably enjoy the activities you enjoy.
2. Try not to do everything for the person. Encourage the individual to do as much for him- or herself as possible. This is how one learns success.
3. Don't be afraid to offer challenges. If a person fails, it's O.K.; at least a new experience has been offered. Learning how to cope with the physical and emotional aspects of failure is an important part of life.

Changing Public Attitudes

As an advocate, it is your responsibility to change public attitudes.

Each time you bring a person into a setting which traditionally does not accomodate a developmentally disabled person, you are changing attitudes. People see the person performing "normal activities." Subtly, you are changing attitudes.

preparing others

Should I explain to the maitre'd, YMCA instructor, or adult education instructor that this person is developmentally disabled?

This is a judgement question, and one cannot apply a hard and fast rule. Sometimes by preparing an adult education instructor or YMCA instructor, the instructor can be more supportive. Don't assume rejection. Many people, when they understand the situation, will be more creative in how to teach the person a new skill.

Likewise, there may be many situations where the explanation may lead to different behavior because someone thinks that the new participant is "different". Only your experience will provide any solid guidance on making this judgement call.

A lot depends on your attitude. If you respect the individual you are working with, that level of respect will carry over to other people.

mainstreaming techniques

Advocates who work with developmentally disabled people should be aware of how society views the handicapped, and developmentally disabled individuals in particular. While many of us assume that most "normal" people look unfavorably upon the disabled, this assumption is often clouded by our own perspectives since we are working or living closely with them. We expect others to share our deep and fervent interest, and when our own levels of commitment are not returned, we assume that others are negative.

The first thing we must do, is to not expect other people to match our level of commitment.

Secondly, we must give others a chance. We overlook the fact that most people have had some personal experience with developmentally disabled individuals. It may be a brother, cousin, distant uncle, or a neighbor's child. The individual may be experiencing anxiety or guilt because of how the individual they know has been or is being treated.

While a cliche, it is also true that it's helpful to walk a mile in the other person's shoes. For example:

> Allow people to get to know the developmentally disabled person you are working with as an individual.
>
> Point out the things that they have in common.
>
> Most of all, point out how the developmentally disabled person can be helped to lead a more fulfilling or creative life by sharing the other person's interest.

Two other issues need to be kept in mind.

If, as you work with a swimming instructor or volunteer who has agreed to teach someone to sew, don't overburden the person. Don't immediately say "Thanks for helping Sara, now will you do something for Jim, Joe, and Sally, too?"

For community activities, such as church sponsored dances, "Y" clubs, or pick-up sports down at the playground, don't travel in a pack. Get one or two developmentally disabled individuals involved and let them remain involved. Again, don't insist that everyone in

the group home "has a right" to, and therefore must, participate.

Your attitude will be the most important factor in determining the success you have in mainstreaming people into community activities or getting volunteers to teach special skills. "Ask," don't demand. Be polite and cheerful. Explain the little things about a developmentally disabled person which are important. If the person is medicated and the activity is strenuous, the instructor may need to know.

In short, develop a trust relationship that is as close and as strong as that which you have with the developmentally disabled person you are assisting.

Myths and Stereotypes

It is necessary for advocates to recognize myths and stereotypes regarding people with a developmental disability. It is important because otherwise you may not be ready to challenge the disabled person.

Developmentally disabled people have limited interests.

Bowling and swimming seem to have become the cornerstones of recreational activities for many developmentally disabled people. This has led some

people working in the field to assume that these two activities, if done frequently enough, will satisfy the developmentally disabled and nothing else needs to be developed as an alternative.

Developmentally disabled people are delicate.

People often hear the word "disabled" and immediately assume it refers to an individual who needs to be comforted and protected. This is one of the greatest injustices imposed on the developmentally disabled. Many individuals may have tremendous athletic ability, which has been exhibited through the Special Olympics. To say all developmentally disabled individuals should be protected is like saying all "old" people should be protected. Groups like the Gray Panthers have been trying to get beyond this myth for years.

Developmentally disabled people get tired fast.

Again, we are talking about an individual, not a class of people. Find out from people who are familiar with an individual what his or her strengths are. Also observe behavior. If a person easily falls asleep watching television, it may mean (s)he is bored, rather than having a limited attention span or is unable to understand the program.

The stamina of many individuals has never been tested, because they have always been overprotected. However, use good judgement. Don't exhaust a person the first time you go out and play ball. Become familiar with a person's abilities and then gradually expose them to new experiences.

Developmentally disabled people take a lot of medication, so you have to be careful.

Medication may have been prescribed if a person has a medical problem. As an advocate you should become familiar with the medication schedule, and the types of medication that have been prescribed to your friend. If a developmentally disabled person has no obvious medical problem, you may still want to ask whether the individual is being medicated. Do not make any assumptions about medication.

C. GUIDELINES FOR IDENTIFYING LEISURE TIME ACTIVITIES

Determining Interests

The process by which an advocate can help to determine an individual's interests or skills are three fold: observation, discussion, and exposure.

observation

Observation includes assessing an individual's interest in learning new things by watching what the person does and identifying the person's interests. Does the person have well developed fine motor skills that might indicate an ability or skill in arts and crafts? Does the individual like to rough-house with others which might indicate a need for more physical sports activities? Does an individual enjoy cooking basic foods which can be expanded on in a cooking class?

discussion

Discussion is the very important act of involving the developmentally disabled individual in the process of decision-making about his own life. "Jim, instead of arm wrestling today, how about going outside and we'll throw

the football around?"

exposure

Exposure is giving people an opportunity to watch something taking place without them having to make a commitment to participate. It can be done very creatively through books, television or dropping in where the activity is taking place.

A Checklist on Interests and Abilities

In the process of observing, discussing and exposing individuals to new activities it may be helpful to have some guidelines to assist in determining how an individual may react to a new activity. The following checklist can be used as such a guide.

1. Does the person have self-confidence?
2. Is the person comfortable with peers?
3. Does the individual understand when something is expected?
4. Is the person realistic in goal setting?
5. Can the individual appraise progress when working on a task?
6. Will the person seek help and accept suggestions?
7. Does the individual enjoy a variety of activities?
8. Has the individual given any indication of interest in a new activity?
9. Does the person work well with peers?
10. Does the person participate in groups?

11. How does the individual react to success?
12. How does the person react to failure?
13. Does the individual have any creative outlets?
14. What skill levels does the individual have?
    --with appliances
    --paper and pencils
    --singing
    --dancing
    --moving, etc. etc. etc.

Introducing New Activities

The following procedures are especially important to the advocate since they offer some advice and techniques for getting a developmentally disabled person involved in a new activity:

a. Progress slowly, offering familiar activities first. Use repetition, because reinforcement of learning will be needed.

b. Introduce a new part of the activity during the early part of that day's program before the person gets too tired.

c. It is essential at all times to be kind, firm, and patient, using a positive approach. Greater and longer lasting results will take place this way.

d. Always be clear in giving directions without talking down to the individual, and use concrete examples.

e. Attempt to keep the individual active in some way throughout the duration of the activity.

f. Demonstrate and take part in as many activities as possible.

g. Offer activities useful at other times and with other people.

h. Remember to keep in mind individual ability and attention span when planning.

i. When determining goals, be realistic in order to realize some measure of success early in the activity and use praise as often as possible.

j. Always have a choice of other activities or tasks.

A Checklist for Review

As with every activity we engage in, there must be some way of measuring progress or assessing whether the developmentally disabled individual is really interested in the activity. Try to be sensitive to whether the person is simply participating to keep you, the advocate, happy, or feels without any other choice.

This checklist can be used as a helpful guide.

1. Is the person enjoying the activity?
2. Is the person learning or experiencing something new?
3. Does the activity meet individual needs?
4. Is the person being challenged?
5. Are changes needed?
6. Are the instructions or directions for participating adequate?
7. Is there a need for additional assistance?
8. If a group activity:

Does the individual participate fully and willingly?
Is the individual accepted?

9. If a mainstreamed activity:

If the person accepted?
Is there need for intervention?
Does the instructor need assistance?
Are the facilities appropriate?
Is there any benefit to others?

Obtaining Information

Now that you have a good idea of what the developmentally disabled person you are working with is interested in, where do you turn?

First, keep on turning the pages of this manual because there is a wealth of ideas and information on where to go for help.

Secondly, think about where you go for information when you need a resource.

The telephone book.
The library.
The newspaper.
The radio.
Friends and relatives.
The community center.
An information and referral service.
A local, State or National Advocacy Agency.

Chapter II

A. AVOCATIONAL ACTIVITIES

People who are clever with their hands need never be lonely. There are many opportunities to learn new skills and teach crafts to others.

Arts and Crafts

Arts and crafts are traditional areas for teaching the handicapped. Arts and crafts develop fine motor skills and designing ability. An appropriate way to develop creative ability and nurture artistic talents is to expose the developmentally disabled person to more challenging crafts than sticking felt daisies on popsicle sticks or pasting shells on cardboard. Weaving, macrame, sewing are skills and should be appreciated as such.

It has been proven that severely handicapped people can become excellent potters and weavers when provided with a positive environment and good teaching. Persons who have been unable to communicate verbally, are able to communicate through their art or music.

It is important, if you decide that arts and crafts is an interesting area, to mainstream the developmentally disabled person into a class with non-handicapped people. This is an excellent way to change attitudes and provide an opportunity for the developmentally disabled person to meet new people.

model kits

One good place to start is the wide range of model kits available at hobby and department stores. Together you can select a kit that reflects both area of interest (airplanes, boats, cars, etc.) with level of skill required for completion (plastic vs. wood, large vs. small parts, complicated vs. simple, one that requires a great deal vs. one that requires little or no painting, etc.).

puppetry

Puppetry--what a way to learn more about a person's thoughts, experiences and feelings. Puppets can be simply made by putting eyes and a mouth on a styrofoam ball, and attaching some material. They can be used with a stage with props and background music. This is one of the best ways of allowing people to tell about some of their thoughts and let you in on some of their dreams.

doll houses

Designing doll house furniture--miniatures are big business these days, and should not simply be thought of as child play. There are some simple kits

available which could be put together easily, and more advanced kits if this is something a person enjoys. Ingenuity can be tested also, by seeing what household objects can be adapted into pieces of furniture, i.e., a used spool of thread can be made into a table or an old piece of jewelry can be adapted into a lamp. This is a good craft for a person with fine motor skills.

craft stores

Many stores that sell craft materials offer free classes in an infinite number of skills. Often, they do not charge. You are under no obligation to buy the supplies from the store and have the opportunity to learn doll-making, stained glass, macrame, batik, mobiles, candles, and hundreds of others.

adult education

Most high schools and community colleges offer a fine assortment of classes in arts and crafts as well as furniture refinishing, woodworking, drafting, cake decorating and many more. The attractive thing about public adult education classes, it that it usually costs between $5.00 and $10.00 and provides excellent teaching.

In most large cities there is a private adult education center, where you can learn astrology and play the flute, or make gingerbread houses for the holidays. Unfortunately, they are more expensive than public adult

education classes, but do offer discounts to people over 65. They may provide a discount to handicapped people if you approach the Administrator of the Center.

The YMCA, YWCA or YMHA offer a wide variety of classes in various arts and crafts. These are inexpensive and lots of fun. "Y"s

Senior Citizen Centers often provide classes in arts and crafts, and not just in crocheting pot holders. Many centers teach exotic classes in oriental egg decorating, rug hooking, doll house making, apple head dolls and endless others. senior centers

Age appropriate behavior is an important issue in working with people that have developmental disabilities. Why not ask one of the scout troops if your developmentally disabled friend could teach the troop how to hook rugs or bake or make fudge or whatever he or she likes to do. This would be an excellent opportunity for the young people to learn something positive about people with handicaps and it would be helpful to an over-extended girl or boy scout leader. scouting

Campfire Girls do more than camping. They too, are interested in learning new skills. If there are no girl

scout troops in your local area, find out about Campfire Girls.

Dancing

Dancing is a talent in which many developmentally disabled people excel. The problem is, most developmentally disabled people never went to dancing school in the seventh and eighth grade, so have never learned to move beyond shaking and wiggling to music.

Dance is an art of total physical expression, and many persons who cannot express themselves verbally, do well at movement to music.

Many developmentally disabled people, particularly the mentally retarded, have attended dances only with other mentally retarded people. Behavior like jumping up and down and dancing alone may be perfectly acceptable within the context of Friday Night Dance at the workshop, but it draws attention to a person if he or she is at a wedding or family gathering.

Dancing lessons are an excellent activity for an advocate to do with his or her friend. It is cheap, fun and healthy. Also, it is a good way for a person to learn poise and develop better posture. Be creative and think about all the different types of dance available.

One does not always need to participate in formal classes. Going out dancing on a Friday night is not a bad idea. Take the developmentally disabled person to a place where he or she will not feel out of place. It is not unheard of that when a person has been drinking, he or she may be insensitive to the handicapped person. This clearly is a judgement issue and you as the advocate cannot protect your friend from every difficult situation.

"Y"s

The YMCA, YWCA and YMHA offer regular dance classes and run dances for entertainment in many communities.

colleges

Colleges or universities sometimes offer classes which are open to the public. They are usually inexpensive and offered at off hours like Sunday nights.

movement workshops

Movement workshops and movement groups are dedicated to all types of movement and expression. There are many such workshops around the country.

women's centers

Women's centers often offer movement classes. This is an excellent way to get exercise and develop poise and good posture.

religous groups

Young people's church groups sometimes offer dancing classes or sponsor dances. These are usually inexpensive and fun.

dance studios

Look in the yellow pages under Dance. Sometimes dance studios offer introductory specials, i.e., ten lessons in ten weeks for ten dollars. They hope that after this introduction, you will sign up for a lifetime of dance lessons. Under consumer protection laws, you cannot be harrassed into taking further classes.

ethnic clubs

If a city or town has a neighborhood where one ethnic group is stronly represented, find out if they offer ethnic dancing. Dance is one of the great universals. One does not need to be Polish to polka or Irish to do a jig.

Culinary Arts

Everyone loves to eat, but cooking is an art which should be shared. Some handicapped people with poor reading skills live by two rules: if it's in a can, put it on the stove and heat it; if it's from the freezer, put it in the oven and bake it. The result is that occasionally people have boiled canned peaches and baked frozen strawberries. Eating is the universal means of celebration. Cooking for a special occasion can be both fun and educational. There are cook books available which require minimal reading skills, and once a person is taught simple cooking, he or she should be able to cook with minimal effort, i.e., baking a cake with a cake

mix, cooking spaghetti, baking bread from a mix. However, do not underestimate the ability of many developmentally disabled people. With proper training, some great chefs may be born.

4-H clubs

4-H clubs offer lots of incentive for cooking by offering classes and awarding prizes for excellence.

adult education

Adult education, public and private, offer cooking classes in ethnic and holiday cooking.

specialty stores

Specialty grocery stores--Chinese, Japanese, etc.--which specialize in one kind of cooking usually offer classes at a minimal cost with the hope that you purchase your specialty groceries from them. Prices vary, so know what you are getting into ahead of time.

volunteers

Friends and neighbors--If you have a neighbor or friend who cooks differently because of a different ethnic background, ask them if they would teach you and your friend how to make a special dish. Undoubtedly, they would be flattered. We all love to think that we have a special gift that no one else possesses.

religious groups

Churches and Synagogues--Some churches and synagogues do have women's groups which are known for their cooking skills.

Furniture Refinishing

Taking an old piece of furniture and returning it to a valuable collector's item is one of the great treats of life. This is an inexpensive hobby if you begin with small pieces. Start out by hunting through used furniture stores and flea markets to find your gem. Look for a piece that is made of good wood, and has been treated poorly or with lots of wear. To put effort into a piece which is made of poor material is a waste of time. If you do not know what to look for in finding the right piece to refinish, ask a friend to help you.

Adult education classes in local schools generally offer classes in furniture refinishing. (Or you can ask a local craftsperson.) They are usually well taught and worthwhile.

Furniture Reupholstering

Follow the same rules in terms of choosing the right piece of furniture. The difference between furniture refinishing and reupholstering: when you are refinishing a piece, you are taking a piece of furniture which is made almost exclusively of wood and stripping it down to the natural grain. With furniture reupholstering, you are taking a couch or chair, taking off the original covering, tightening up the springs, if

necessary, and replacing the cover. This is a difficult task and requires much time and patience.

Gardening

Persons who are known to have a "green thumb" tend to be very nurturing people. Gardening provides a tremendous sense of accomplishment, and allows people to enjoy the fruits of their labor. With proper instruction, gardening needs minimal talents and skills. What it does need is consistent good care, rich soil, lots of sunshine and good healthy plants.

Indoor Gardening--Ten years ago, indoor plants consisted of a thirsty philadendron and one tired geranium, but as more people move into the cities and gardens become a scarce commodity, indoor gardens are becoming precious possessions. Having an indoor garden or simply a few plants is like having a good friend. It needs consistent good care and you see the results of your labor as it grows and flourishes when it is happy in the space you have provided.

Outdoor Gardening--Putting in a vegetable garden may require a little supervision, but the results from a small piece of land can be amazing. Planning a garden, picking out the plants and the seeds, planting the

garden and watching it grow is only the beginning. Picking the string beans, eating the corn, canning tomatoes are all fun projects and provide all of us with a tremendous sense of accomplishment.

4-H and extension service

County Extension Programs and the 4-H Clubs organized under its aegis provide excellent tips on gardening and planting. They also provide advice and publications on canning, food preservation, and making jams and jellies.

greenhouses

Large greenhouses or your local florist are people to answer your questions on the how's, why's and when's of gardening. They are particularly good at problem solving, i.e., my coleus is dying no matter where I put it or how much or how little I water it. Also, small greenhouses employ people who work full time with plants--just ask them for advice.

Communications

All of us have something to say, it's just that we don't always know how to say it. If you can teach a developmentally disabled person how to communicate either through reading, writing, speaking, or signing, you have accomplished something very special. All of us have ideas, feelings, thoughts that are never communicated. The secret of a good teacher is to help someone use

those skills and abilities they did not know they possessed, or were unsure of how to use.

Once a person is able to read, it opens up a whole array of possibilities. Jobs that were closed before become accessible, and knowledge that was hidden in books becomes available. If you feel your friend has the ability to read, at least expose the person to new opportunities. These reading opportunities can be structured around their personal interests, sports, hobbies, history or someone famous that is their hero. reading

Once the person has something to explore that is of interest, there will be a desire to continue. The individual may also want to share experiences with others. A person can tell about a story recently completed. Or, the individual may even want to demonstrate reading skills to others.

By combining a topic of interest with a slight challenge in skill, you can now add to a person's reading skills.

Libraries are a wonderful place to visit. They are the warehouse of human knowledge, ideas, dreams and beliefs. Because libraries have books that range in reading difficulty, no one should feel excluded. libraries

Libraries have also expanded the kind of services they offer to the public. Movies, talks, poetry readings, puppet shows, and seasonal displays are only part of the list of offerings. Add to that list the picture magazines that show us faraway places and no one should ever go away from a library disappointed. It should always be a trip you want to make again.

writing

As an advocate you have already created opportunities for learning to read, or to read with greater skill. Likewise, you should take the opportunity to teach writing. Writing is thinking on paper. It may start out just by copying what you read together. Now it may be time to rearrange those elements. How did it change the meaning? How could you change it again? How can you write something without copying? Together how can you explain, on paper, where you went and what you did today? As with reading, if you tie the process to a topic of interest you will probably create greater enthusiasm and achieve greater success. Successful writing ventures should be posted so that the rewards can be received for work completed. You will also encourage others to read, and maybe to write too.

speech

As an advocate you can be of invaluable assistance in dealing with two problem areas in speech.

First, dealing with any motor-speech problem in a positive way. Often, hearing the correct way of saying something along with the opportunity to practice it in a private setting may overcome the problem. It will also give confidence and support to efforts that may otherwise be avoided because of the embarrassment they create.

Second, you can teach appropriate ways to talk on the telephone, greet a stranger on the street, or talk with a clerk in a store. These can be turned into games that allow everyone an opportunity to play all roles and learn that language is an important socialization tool.

If there is a college or university in your community, ask if they teach speech therapy. If they do, they may be interested in field placements for their students. This service may be free or low cost.

Drama Workshop

Many handicapped people have one gift we rarely take advantage of in teaching--their lack of inhibition. Some can mimic, do pantomime, or act out limitless television characters. Unfortunately, most developmentally disabled people's mimicing talents have been limited to the Fonz, but the talent

is all there. If a person appears to be particularly witty or clever, ask the individual casually to imitate the way you walk or the way their supervisor walks. Next, ask the person to imitate a well known television personality. Then ask the person to mimic some daily activities such as shaving, or climbing on the bus. Use your imagination and you are allowing a person to communicate through other vehicles than just words. You may be able to act out fears or dreams. This is particularly exciting for someone who has very limited communication skills and is limited to a few spoken words. Be creative, allow the person to sing to a record without making any sound while the music plays or the story is told.

Storytelling

Everyone loves a good story regardless of the origin. Many developmentally disabled people do have a story to tell, but no one has taken the time to listen. Provide the atmosphere for storytelling by you sharing your favorite story. It can be a book, a fantasy or an experience. Then ask your friend to tell a favorite story. Show a picture of something and ask the person to tell a story about the picture. For some people, this exercise won't be appropriate, for others, you are allowing the person to

communicate ideas and feelings that have rarely been expressed.

Photography

One does not need a 35 millimeter camera to enjoy photography. A simple box camera or Instamatic is a good beginning to teach a person how to frame a picture and focus the shot. You can teach a person to appreciate architecture, nature, and the beauty of people of all ages and cultures, by using the camera as the tool. For example, teach how to take pictures of children doing lots of different things, then teach how to take pictures of old people. Teach how to recognize the beauty of wrinkled faces, and the wealth of wisdom in old people. This can be applied to infinite experiences, and you are expanding one's vision of the world. If a person is particularly adept at photography and wants a more sophisticated camera, it will be important to learn how to plan a budget to be able to buy a better camera.

adult education

Both public and private adult education programs usually offer a range of photography classes for everyone from simple techniques to advanced darkroom work.

camera clubs

The Camera Club at the high school may have a program for teaching basic camera techniques to people.

volunteers

The local photo shop may be able to recommend an individual willing to volunteer some time to teach a person how to take pictures. Or, put an advertisement in the newspaper or on the bulletin board at a local school or college.

print resources

There are numerous printed pamphlets and books available. Drop in on the library or your local photo shop to get an idea of what's available. Or write to Eastman Kodak, Consumer Publications, Rochester, New York.

Making a Scrapbook

Most of us express ourselves by writing or speaking. Making a scrapbook of places a person wants to go to or things an individual would like to do can be a fun experience for people with limited speaking ability. Provide the person with old magazines, scissors, and glue. You'll be amazed at what develops.

Pottery Making

If one has not tried pottery making, you might be amazed at what an exhilirating experience it can be. The actual experience of kneading the clay and working out the air pockets is an excellent way of developing muscles in the hands and getting in touch with a very primitive craft. People with little verbal ability have created some very

exotic pieces of pottery. Again, you are providing another vehicle in which a person can be expressive. The actual glazing process is a good opportunity to teach color and design. If a person tends to excel at pottery, you may ask a potter if you can share kiln space or if the person could serve as an apprentice. Unfortunately, one does have to have access to a kiln to do real pottery. However, if you wish to expose an individual to the craft, you could start with self-hardening clay and begin with pinch pots. If a person particularly enjoys the feel of the clay and wishes to continue, then it would be a good idea to suggest enrolling in an adult education class.

pottery guild

In some cities, there are craft guilds which make pottery. There is a membership fee, but if a person particularly enjoys pottery, it might be worth it.

Ceramics

Ceramics, unlike pottery, uses a mold to create the product. Cookie jars, lamps and statues are often ceramic creations. This is an excellent way to teach color and design because the real craft in ceramics comes in the painting and glazing of the object. Certain individuals may have a flair for painting and ceramics may be a good

way to develop these skills. This craft develops fine motor skills.

Sewing

Sewing can be as simple as making a pot holder or apron or creating a wedding gown or tailored suit. Some of the most artistic geniuses cannot sew a button. Sewing is a craft that some people absolutely love or abhor. If a person enjoys working with scissors and cloth and making creations out of fabric, they should be taught how to operate a sewing machine. Usually, the trickiest part of operating the machine is in the threading. Once it is threaded, and the appropriate fabric is in place, sewing becomes easy. This gives a person a sense of accomplishment and develops confidence. Start with an apron or a pillow case. If a person enjoys sewing, then teach how to use a pattern. Once this is mastered, the creations can be infinite.

sewing machine stores

Sewing machine stores--Usually if a person purchases a machine, ten free lessons are offered as part of the package. If you know someone who is buying a new machine and already knows how to sew, ask if you can take advantage of the ten free lessons.

volunteers

Friends and neighbors--Do not be afraid to take advantage of the world's

greatest resource, your neighbor. It is much easier to learn how to sew if someone nearby is available for ongoing advice.

Weaving

Weaving can be a simple pot holder or an elegant wall hanging. It can be produced from a piece of cardboard and a needle, or a four harness loom. Weaving is a great way to create your own designs and learn color coordination. Many people with severe handicaps have learned to weave on complicated looms. As in sewing, once the loom is threaded, the actual weaving is not terribly difficult.

Holiday Projects

The holidays provide a perfect opportunity to create delicious goodies or decorate the living room. If you are creative, you can fill up the year preparing for the approaching holiday. You don't have to make Christmas decorations only in December, and remember there are other holidays besides Christmas--Easter, Valentine's Day, Halloween, Thanksgiving, Independence Day, St. Patrick's Day, and the birthdays of the Presidents.

Holidays provide an excellent opportunity to learn about different people and other countries. Do not be

afraid to visit Chinatown on Chinese New Year or an Italian neighborhood on the feast of Saint Anthony. These festivals are fascinating and provide an excellent opportunity for celebration. Also, ask people of different religions if they would invite you to share in a religious holiday. Many people would be flattered to think that you would be interested in sharing their holiday. Be sensitive to the traditions that accompany a holiday, so that no one is embarrassed, i.e., bringing a cake to a seder or wearing orange to a St. Patrick's Day Party.

This teaches a developmentally disabled person the traditions and mores of different cultures. For many developmentally disabled people are invited to ten different Christmas parties in December and are never invited to a party for the rest of the year.

B. RECREATIONAL ACTIVITIES

Spectator Sports

Spectator sports offer the thrill of watching your favorite team win . . . or lose. The range of activities is infinite and spectator sports offer the opportunity for mainstreaming developmentally disabled people in a setting where disabilities are not necessarily a handicap.

The options are numerous, from professional sports in major cities to Class A baseball or semi-professional football in smaller cities.

But, it's not necessary to think simply of professional sports as spectator sports. In some communities Little League or Pop Warner football is the major activity, so go out and watch a game with the families and friends of the participants. Slow pitch softball leagues are popular in many towns, and every area, rural or urban, has its local heroes on the high school teams. Colleges also offer a full range of

spectator sports. Find out:

a checklist

1. Where and when the activity/event is to take place, and who is participating (adults, children, male, female). A full season schedule is helpful.

2. Appropriate mode of dress (depending on whether it is held indoors or outdoors; season of the year and time of day).

3. Any prior knowledge needed to understand the event. If this is the first time the person is attending, the advocate should have already determined if this would be something pleasurable, and then to prepare the person with a basic understanding of what is to take place.

4. Types of public or private transportation available.

5. Whether or not the facility is accessible to the physically handicapped, and what special considerations must be made if it is not.

6. Price for admission, as well as the availability of any discounts.

Team Sports and Games

People everywhere use sports and games as opportunities for movement, adventure, surprise, chance, skill, cooperation, competition, joy, and, certainly not to be forgotten, an extension of friendship. While this feeling is true to some degree with all activities, it is especially applicable where team sports and games are concerned.

There are a number of reasons to

introduce developmentally disabled people to them, in addition to those just mentioned. For example, one does not have to be a professional or even proficient to play, and fortunately, most team sports are adaptable so that fewer people than the required number can play. In addition, equipment, mode of dress, and the rules are all adaptable to the style in which the people wish to play.

Because all of the sports have defined areas and boundaries, this provides structure for the participants, as well as the opportunity to develop spatial relationships. Team sports also help to move individuals beyond mere cooperation and toward a firm grasp of the notion of loyalty.

considerations for selection

Activities which compromise the rationale for participation should naturally be avoided. Consideration of the right activity to be selected, on the other hand, should be realized as judiciously as possible. To that end, the following guidelines are offered to assist the advocate in making the most appropriate selections:

1. Activities should be selected in a progressive manner. That is to say, an advocate should encourage the participant to develop a basic level of fitness before attempting more strenuous activities.

2. Activities should be selected in accordance with the season of the year and the conditions and influences that prevail locally.
3. Activities should be selected in accordance with the needs and interests of the individual.
4. Activities that have implications for everyday living should be given priority.
5. Coeducational activities should be encouraged.
6. Many desirable activities require little special equipment and do not require long periods of training in order to get the participant in good physical condition. These should be given priority.
7. Activities should be selected on the basis of the physical ability of the participant.

resources

recreation departments

Public Departments of Recreation and School Athletic Departments may organize softball, hockey and basketball leagues. A person with particular athletic ability may be a welcome addition to the league.

"Y"s

YMCA, YWCA--offers scheduled times for basketball, wrestling, physical fitness, boxing and running clinics. Call your local "Y" for a printed schedule of events.

colleges and universities

Colleges and universities often make their facilities available to the public during certain times of the week. Also, if you take one course you are usually eligible to use all college

facilities. Though you and your friend may not be interested in intramural sports, a fraternity or sorority may welcome a few extra people to join them in a touch football or softball game.

little leagues

Simply because a person has a handicap, do not assume that the Little League, Pop Warner, or other organized leagues will not allow the person to participate. If you have ever attended such a game, you will notice that there are few seasoned athletes among the group. If your friend is the right age and enjoys playing baseball, think about participating in a league. If your friend is an adult and is a good athlete, most leagues are desperate for coaches and assistants and may welcome a hand.

fraternal and civic organizations

Fraternal and civic organizations sometimes sponsor slow pitch softball, basketball or volleyball teams. If you are familiar with a local Knights of Columbus or Lions group who are particularly active, find out if they sponsor a league.

street games

In most cities and towns, impromptu street games, including "street hockey", touch football, basketball and softball occur daily. If a person can throw a ball and run, he or she is a welcome addition. You as the advocate simply provide the confidence to encourage your

friend to join in.

baseball

Baseball is attractive to most people, not only because it is considered our national pasttime but also because it incorporates fundamental movement skills such as running, throwing, and catching. The opportunity for the development of eye-hand coordination while developing batting skills and throwing skills is important. All such skills are transferrable to other sports and this is, perhaps, the most attractive quality of all.

football

We are referring here to touch (tag) football. One can just as easily acquire the basic movement skills of the game without the danger or risk of serious injury. By participating this way, people can also learn to appreciate contact football as a spectator. Any number can play and no special equipment is needed.

soccer & kickball

Kickball requires less skill and strategy, so it is often used as an introductory activity to soccer. It is most often played with a rubber ball, as opposed to a soccer ball. Actually, it could be considered a cross between soccer and baseball, requiring the skills primarily of the former and the strategy primarily of the latter.

Soccer, on the other hand, requires more strategy and skill, particularly coordination. Since more use of the body is required during play, coordination can be thought of in terms of combinations: eye-hand, eye-foot, and eye-head, the latter being one of the ways to advance the ball that is unique to soccer. Although it usually is played on a large field with many players, it is often adapted to backyards or smaller playgrounds with fewer participants. Other than a soccer ball, the only other material needed is some way to designate the goals--by stakes, old broom sticks, benches, or something similar.

hockey

There are various forms of hockey available to the participant or spectator. One is field hockey, played with a waist-high stick, rounded on the outside and flat on the inside, a small ball, sneakers, pads, and possibly special equipment for the goalkeeper. It is usually played on a measured grassy field with goals at both sides.

Ice hockey is usually played on a skating rink, either indoors or outdoors. More specialized clothing and equipment (ice skates) is required, the sticks are longer and flat on both sides, and the puck takes the place of the ball.

Street hockey is played where its name implies, usually with ice hockey

sticks and puck but with no other special clothing or equipment, other than something with which to mark off the goals. This form is an adapted and safer version of the other two, and allows for a much wider range of abilities to play.

However, if the individual shows any potential to play either or both of the other two the person should be encouraged to do so. The local recreation department should be able to provide more assistance and information.

All three require a great deal of stamina, manifested particularly in the running aspect of the game. If an individual shows a special interest in any version of hockey, it is often recommended that they do additional running on a regular basis (2 or 3 times a week).

basketball

Although basketball is a team game, the fundamentals can be learned either individually or in a group, and in a variety of adaptable ways leading up to actual game conditions. The basic skills needed are bouncing, passing and catching, and shooting, as well as a great deal of running.

Adapting the basket to an appropriate height is particularly important for younger children or for those

visually and/or physically disabled. It is often helpful to use a balloon or beachball to teach the basic skills.

volleyball

Volleyball has become increasingly popular in recent years and it is adaptable enough to be played almost anywhere. Eye-hand coordination is the salient skill that is developed in this game. Any number can play and, other than the volleyball, all that is needed is a net or substitute, such as a rope that will at least indicate the height the ball has to go to get over to the other side.

An excellent introductory activity is to use a balloon or a beachball to teach the basic skills as well as game conditions.

Individual Sports & Games

Although the fitness benefits are similar to those of team sports and games, the social and skill development benefits are obviously centered on the individual. One who does not play, compete, or react well under pressure may find individual activities more acceptable and rewarding than team sports. Great care should be taken in the selection of activities, who the developmentally disabled person will be playing with (or against), where the activity will take place, and, the

ability or potential ability of the individual to participate even at the fundamental level.

More advanced skills, accompanied by increased ability to perform under pressure can be developed with time and practice. It should be mentioned that often, but not always, individuals who actively and successfully participate in individual sports and games develop the potential for leadership--in team sports, in the working world, and in their own social milieu.

archery & fencing

Both of these activities require a high degree of skill and offer some element of risk. It is, therefore, advisable, especially if the advocate is not skilled in either activity, to get special instructions if an individual shows any desire to try them. This is not to say they should only become spectator activities. Because they require a high degree of concentration and coordination, it is better to be taught by someone experienced in these sports, so that the individual can progress with the proper mental and physical preparation.

badminton

Recreational badminton is usually played outdoors in a playground or backyard. An inexpensive set can be purchased from a sporting goods store or

from the sports department of a department store. They usually include four racquets, a net, two poles to hold the net, and two or three shuttlecocks, as well as a simplified set of rules. No other special equipment or clothing is required, other than sneakers if play is to be indoors.

This sport requires some degree of eye-hand coordination, is fast moving, and provides vigorous exercise. Competitive badminton is said to be one of the most physically and mentally demanding sports of all, and that includes team sports as well.

bowling

Area bowling alleys often provide instruction, but little is needed to be a beginner. There are three types of bowling--ten-pin with the larger balls and larger pins, duck pins with the smaller balls and smaller pins, and candle pin with the smallest balls and somewhat taller pins. There are also inexpensive sets for home use that can be purchased at most department stores.

Bowling in a public facility not only offers good exercise, but it is also an excellent opportunity for social development. Most bowling alleys offer rentals on bowling shoes, so no special equipment or clothing needs to be purchased. The charge to bowl is not as

much as many other activities and it can be played as a group or individual sport.

golf

A good way to find out if an individual has the potential skill and patience for golf, is to play at a miniature golf course. Another way to find out is to go to a driving range or a chip and putt range. Both of these offer a good introduction to playing on the golf course which requires more skill and concentration, and good eye-hand coordination.

However, both of these introductory places offer a great deal of fun and challenge by themselves. The introductory places do not require any special equipment or clothing. Playing on a golf course requires a set of golf clubs and special shoes, which can be rented or purchased.

gymnastics

This is one of those few sports that offer the opportunity for the individual to develop the upper big-muscle groups of the chest, back, shoulders, and arms. If an individual is fortunate enough to be able to perform on all the gymnastics apparatus available at present, almost all major muscle groups will get some exercise.

One does not have to be an expert

with all pieces of apparatus, but it is necessary to acquire the basic fundamentals of skill and safety from a qualified instructor. Additional benefits to be gained by participating are in the areas of flexibility, coordination, endurance, self-discipline, and confidence. Above all, one gains a feeling of individual accomplishment, because gymnastics is one sport which lends itself to every level of ability.

It is important to mention that safety should be foremost in the mind of all concerned. No one thing can so easily discourage a beginning gymnast than a frightening accident or injury. For the most part, gymnastic stunts are not dangerous if the proper techniques for teaching progressions, development of confidence and physical strength, and safety procedures have been followed. It is imperative, therefore, to seek out qualified instruction from a local YMCA or YWCA or from a certified school for gymnastics.

This sport requires a great deal of skill, strength, and much more concentration than the average person thinks. In addition, serious wrestling comes with a moderate degree of risk, so it is essential to know the fundamentals. If an advocate does not possess them, seek out a facility or agency that does, most probably the YMCA.

wrestling

swimming

In teaching any swimming skill, the demonstration provides the foundation for instruction. It helps the individual to conceptualize body positions, enhances the learning pattern, and quickens the in-water achievement level. One effective idea is to use rubber dolls or mannequins to simulate the proper anatomical position for each stroke component. If the advocate is an experienced swimmer, both persons should find this an enjoyable learning activity--at the ocean, at the lake, at the river, or at an available indoor or outdoor pool.

If the advocate is not an accomplished swimmer , it is advisable and safer to seek out instruction either from the local Red Cross or from a friend, relative or neighbor who is qualified. Once a person qualifies as a beginning swimmer, the person can enjoy recreational aquatic activities that are fun and provide good exercise.

bicycling

This is an excellent form of physical activity and one does not need to own a bike to ride. There have been many bicycling shops opened in recent years due to the increased interest of both children and adults. Many shops offer instruction if the advocate is not an experienced bicyclist. Bicycling provides a pleasurable and adventurous

experience--in the city, in the country, or in parks. If the developmentally disabled person is fortunate to own a bicycle, then bicycling offers the additional opportunity to instill a sense of responsibility, care, and pride in ownership.

resources

"Y"s

The YMCA and YWCA offer swimming, wrestling, dance, badminton, physical fitness, archery and fencing, gymnastics and a whole variety of others. Call your local "Y" for a program.

recreation departments

Public Recreation Departments or School Athletic Departments may sponsor a swimming pool or other programs that are open to the public. Lessons may be available at specific times. If a person is physically disabled, you may request that an aide be available at specific times of the week.

private clubs

For many individual sports there are specialty clubs in which people who enjoy the sport participate. Track clubs, rod and gun clubs, boxing gyms, bicycle clubs, horse back riding clubs, etc. are a few which come to mind quickly. Check with people you know who participate, use the telephone book, ask clerks at sporting goods stores, or call the sports desk at your local newspaper for details on when and where such clubs operate.

volunteers

Ask someone you know or someone you see participating in an individual sport to help. Many people have a desire to help others and are in need of a person to help give direction on how to do it.

movement

Contrary to what most people might think, one does not necessarily need to be skilled to teach or to participate in any of these activities. Most often it is a creative, free form of activity as a response to some form of music. Not only are many of the movements and skills learned transferrable to other sports but it provides for a pleasurable and satisfying experience as well.

There are two forms of movement--free and standard. Free movement implies just what it says--the individual is free to move to the music any way he or she wants. However, if this is a new experience for the individual, one may feel somewhat reticent about doing that. It may be more comfortable to imitate someone at first. The primary movements are in body awareness, in spatial relationships, balance, axial movements, swinging and swaying, pushing and pulling, bending and stretching, twisting, turning, and swirling, shaking and beating, and locomotor movements. Once some or all of these are learned the individual should feel more

at ease in attempting to create some movements of their own. For example:

Move head, neck, shoulders, arms, hands, trunk, legs, feet.

Have parts of the body in relation to objects in space; develop laterality and directionality.

Move in different directions and in various ways to develop dynamic and static balance; include activities requiring balance of objects.

Raise the head while lying on the stomach; raise the arms and see what other parts of the body can be raised while lying on the stomach.

Swing (sway) as many parts of the body as possible while sitting (lying); swing arm(s) in as many directions as possible while sitting; swing arms in circles (squares, triangles, rectangles, letter shapes, number formations).

Push while sitting (lying down); show how many directions you can push something with hands (elbows, arms, trunk); pull while lying down; pull and/or push in an

upward (downward, sideways) direction.

Bend different parts of the body while sitting (lying down); bend (stretch) parts of the body in as many directions as possible.

Show how many parts of the body can be twisted (turned, whirled) while sitting (lying down); twist the body in one direction (the other direction), to the right (left).

Show how many parts of the body can be shook while sitting (lying down, standing); shake the right (left) side of the body and beat with the left (right).

Walk together in a circle; walk toward a wall (object, person relationship); do something else with the body while walking. While running, hopping, jumping, galloping, skipping, leaping, and sliding might prove to be difficult for some developmentally disabled people, an individual should, nevertheless, be given the opportunity to explore them freely and creatively.

Standard movements are those which

require some balance and coordination, some directionality, and a generally smooth and graceful approach to the activity. Such movements include walking, running, marching, and a measured use of the arms.

rhythm

Rhythm is most often characterized by a clapping of the hands and a stamping of the feet to music. It is important to develop some degree of coordination to music before advancing to activities requiring the use of rhythmic instruments. This can turn into a group social activity if others desire to join in.

There are four forms of dance: modern, social, folk, and square.

modern dance

Modern dance is an advanced form of free movement and one that requires qualified instruction if an individual shows both the interest and the ability to learn more.

social dance

Social dance is an excellent and accepted manner of seeking out companionship with the opposite sex. It attracts people of all ages, races, and ethnicity. It is also one of the healthiest ways to learn social amenities. Put another way, it is an opportunity to show off one's charm and personality as well as one's dancing ability.

There are usually many local dance studios offering lessons as well as community adult education programs. Adult education programs are usually less expensive. If there are no available dances for an individual to attend, the advocate might assist in organizing one. Many churches offer their basements free or at a minimal charge. Union bands usually perform a certain number of times for free each year. A few inquiries might yield some positive results.

square dance

Square dancing, which gets its name from the basic pattern of the formation, is fun and good exercise. In rural areas, square dances are held more frequently than social dances although very often they are combined. An organized square dance will have a qualified caller, who will take the participants through each step of a dance before it is all put together.

If an individual has never attended one before, it might be helpful for the advocate to play a square dance record, preferably one that has a caller. Together you can both learn, then practice each step. It may not be possible to practice with the necessary eight people ahead of time, but people are usually not made to feel uncomfortable at a square dance and others are usually

willing to help those having difficulties. It is a most enjoyable way to spend an evening for all who participate, even for those who can only be spectators.

folk dance

Folk dancing is similar to square dancing in the benefits that it provides. However, it has the additional benefit of teaching the participants something about other cultures. They learn how dances developed over the years, how it became an expression for people of how they felt about many things which touched their lives--their work, weddings, happy occasions, and religious celebrations. It is a gratifying social experience for all who participate. Many ethnic clubs offer their own dances, but sometimes there are agencies or churches which offer culturally mixed folk dances.

fitness

Fitness should be an integral part of everyone's life. It does not necessarily require a great deal of time each day. It is more beneficial to spend a shorter period of time each day in vigorous activity than for a longer period of time only once or twice a week.

Total fitness, however, goes beyond physical conditioning. It involves mental, emotional, and social development as well, the kinds of wholesome things

that the philosophy of recreation stands for.

Many of the activities discussed thus far address these issues in some form. For optimum development, however, a physical conditioning program is one that includes a regular schedule of physical exercises for strength and flexibility and running or jogging for cardiovascular endurance. Combined with a healthy diet these all contribute to total fitness. An exercise program should involve a workout of all the major muscle groups, which most of the primary movements involve. The amount and time for each exercise should be consistent every time they are done, and should be increased on a regular basis to get the maximum benefit.

If the advocate is not knowledgeable about the ingredients of a good fitness program, consult with someone from the local YMCA, YWCA, or municipal recreation department for assistance.

Running is essential to many individual and team activities and by itself, is one of the healthiest activities in which you can participate. This does not necessarily imply long distance running. Beginners can start off with shorter distances and increase the amount as they develop their capacity. It is important not to place undue stress on an individual, which happens when someone

is encouraged to run far beyond their capacity. It is also important to warm up before running and warm down after it is over. Without these steps there is the risk of pulling muscles and the danger of injury.

fitness checklist

It is helpful to have an on-going understanding of one's total fitness. One way to do this is by using the questionnaire on the following page. This questionnaire was created by Janet A. Wessel and can be found in her book, Movement Fundamentals from Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

music

Music is a universal language, unique to no age, sex, race or creed. It is an expression of emotion and skill. There are a number of ways to participate in musical activities. The most common are: instrumental, orchestral, community sings, choral groups, and Barber Shop Quartets.

If an individual has the ability or even the potential in any of these areas, the person should be encouraged to participate. Inquiries can usually be made through local churches, schools, music shops, and by word of mouth. Many times community adult education programs offer lessons in particular instruments at a minimal fee. An advocate can help a developmentally disabled person organize informal sing-alongs.

Do you have:	Always (3 pts)	Sometimes (2 pts)	Never (1 pt)
1. A sound, well-functioning body?			
2. A body free from sickness?			
3. A body free from chronic disease?			
4. A body free from remedial defects of teeth, vision, hearing, posture?			
5. The capacity to work hard over a long period of time?			
6. The capacity to recover quickly from intense continuous effort?			
7. The capacity to recuperate with a good night's sleep from daily tasks?			
8. The capacity to remain peppy throughout your day?			
9. The capacity to walk tall with grace and beauty of your body lines?			
10. The capacity to move freely and smoothly when going up and down stairs, or getting into and out of a car?			
11. The capacity to move efficiently through everyday skills of work and play?			
12. A figure that reflects shapely contours and vitality?			
13. Sufficient swimming ability to save your life?			
14. Sufficient recreational skills?			
15. The ability to make suitable decisions?			
16. The ability to pursue a course of action once it is undertaken?			
17. The ability to face reality and make adjustments that are satisfactory to you and to your society?			
18. The capacity to meet your problems in a way to solve your own needs and further your society?			
19. Mental fitness for your age, knowledge, understanding, and insight?			
20. The ability to listen and observe?			
21. The capacity to work and play with others?			
22. The capacity to adjust to social problems with tolerance and fair play?			
23. A keen enjoyment of life?			
TOTALS			

69-55 high 54-41 average 40-23 low

Outdoor Activities

Many outdoor activities offer an opportunity to increase your fitness while having fun. The following list can give you an idea of the many activities that you can participate in with someone that is developmentally disabled.

1. Boating
2. Campfires
3. Camping
4. Canoeing
5. Climbing
6. Fishing
7. Horseback Riding
8. Orienteering (Hiking & Nature Walks)
9. Outdoor Cooking
10. Skateboarding
11. Skating (Ice & Roller)
12. Skiing (Water, Snow, & Cross-Country)
13. Sledding
14. Snowshoeing
15. Tobogganing
16. Woodcraft

Great care should be taken in the selection of any one or any combination of these activities. Although all provide enjoyment and various levels of challenging opportunities, some are more expensive than others and some present more of the element of danger or risk of injury than others. This

is not to say they should not be pursued. It does mean that you must be properly prepared and organized, with the necessary guidance and assistance, to minimize the possibility of danger or risk.

resources

Though you may not want to directly participate in Scouting activities, a local Scouting organization may have an extensive list of local camping and outdoor facilities. Also they will probably know costs, and availability.

scouting

State and National Parks offer an extensive variety of resources at minimal cost. Camping, boating, cross-country skiing, fishing are available at a minimum fee. Your state most likely publishes a list of public and private camping, fishing and swimming facilities. The Federal Departments of Interior and Agriculture publish directories of federally operated facilities.

parks

In many areas of the country, large tracts of land have been parceled off by the local government, to prevent building and development. For a minimal charge, you can become a member, and have available a year round schedule of activities according to the weather. Some revervations offer canoeing trips, overnight camping, trout fishing and cross-country ski trips.

YMCA, YWCA--offer a variety of outdoor activities. Call for a printed schedule of activities.

"Y"s

Local cities and town departments of recreation offer a variety of outdoor activities, based on the area of the country. It may be organized ice fishing trips or skate board contests. Your local tax dollar is supporting these activities so do not hesitate to take advantage of them.

recreation departments

Often Elks, Lions, Knights of Columbus or Jaycees organize trips to various places. If you are involved in a local group, think about bringing your friend with you.

local civic groups

Most avid sportspersons want to meet other avid sportspersons interested in the same thing. If you enjoy one particular sport, i.e. hiking or bicycling, look up in the phone book or call the state department of natural resources or local department of recreation.

hiking clubs
bicycling clubs
sailing clubs

The President's Council on Physical Fitness, Washington, D.C. has a number of publications available on recreational activities. You may also want to check with The Superintendent of Government Documents, Washington, D.C. about other publications on recreational activities.

additional informa

The Joseph P. Kennedy Jr. Foundation, 1701 K St., N.W., Washington, D.C. 20006, is another important resource on recreational programs and publications for developmentally disabled people.

C. RELIGIOUS, FRATERNAL & CIVIC ACTIVITIES

Religious

Church-related activities offer an opportunity for recreation and social activities that should not be overlooked.

The experience of worship is one that many developmentally disabled individuals find satisfying. The roots of a religious experience may run deep into the individual's background, be something acquired during institutionalization, or be recently activated through the outreach of a neighbor or friend.

One thing advocates should be sensitive to is the religious background of the individual's family and the extent of the connection with the family today. If a family has deep religious ties, they may resent any attempt to involve the person in an experience other than theirs, particularly if there is any thought or hint of "conversion" to another faith.

Attendance at a house of worship offers a good opportunity for socialization as well as fulfillment of spiritual needs. Singing with the congregation or in the choir can be a joyful experience for many people.

It is also an opportunity to get to know neighbors and other people in the community. Of course, if there is a social hour after worship or at other times, good etiquette is acquired and it is appropriate that all the participants contribute food if that is the way things are done.

Many churches or synagogues have specialized groups--youth groups, women's groups, etc. which meet regularly for specialized worship services or recreational activities. Investigate when these groups meet and talk with some of the leaders about how to integrate developmentally disabled people into their activities.

Also keep in mind that religious organizations need helpful volunteers to type, run off the bulletins and newsletters, mow the grass or shovel snow, set up tables for church dinners, etc. These activities offer developmentally disabled people the opportunity to support the organization even though they may not be able to put much money in the collection plate.

One caveat if you, as an advocate, go looking to churches or religious groups for support for your program. One survey, taken in the Greater Boston area, showed that people with strong religious ties were, compared to others, less concerned about developmentally disabled people. This probably reflects a certain insulation that religious people have from society, although it may be related to doctrinal issues.

Fraternal

Fraternal organizations--Elks, Moose, Lions, Knights of Columbus, Masons, Daughters of Isabelle, etc are generally closed or restricted membership groups. Membership is usually on an invitation basis.

These groups do, however, offer other opportunities in terms of their interest in sponsoring special events or conducting occasional civic projects.

The point of access should be an individual who is a member or a telephone call to one of the officers. Try to determine what activities or interests the organization has before trying to "sell" them your idea for a project or program. Each group will have its own procedure and guidelines for making financial contributions.

Keep in mind that these organizations

are often in friendly rivalries so that an idea or project accepted by one will likely be rejected by others.

Civic

In civic organizations such as the Jaycee's or Rotary, membership is open, although there may be age, sex, or professional limitations.

These organizations often sponsor special events that occasionally become regular happenings if their membership is supportive.

Some of these organizations are highly structured with local and state organizations, and committees for every activity. It may take a couple of phone calls or letters to find the right person or group to talk to, but patience may be rewarded if your idea is a good one.

If you are looking for recreational social activities for developmentally disabled people, you may want to consider membership as one way of gaining entry into the organization and maintaining the group's concern for your project.

D. SELF HELP AND DAILY LIVING SKILLS

Health Care Systems

In our disease-oriented medical care system, developmentally disabled people may have received the best of care and treatment available or the worst. The latter is generally a condition of people who have been institutionalized at some point of their lives.

Depending on the individual involved, it will be more or less important to know the medical history and current health issues the individual is living with. As the concern mounts in this country over the development of healthy living patterns and the move towards more individual responsibility for one's own health, an advocate has some responsibility for assisting developmentally disabled people to become more responsible for their own health.

A knowledge of the alternatives among types of health care delivery and their strengths and weakness, however,

is a necessary part of each advocate's education.

private practitioners

Private practitioners: Long the bulwark and front line of medical care, private practices are still around, although their numbers are greatly diminished.

The hallmark of the private practitioner is a close knowledge of the individual patient and an ability to know and understand the family or other living situation.

There may, however, be some limitation on an individual practitioner's ability to deal with complicated medical issues. Also, some private practitioners are reluctant to take on new third-party payment clients.

group practices

The group practice is a method of private practitioners combining their resources and sharing space, equipment, laboratories and other facilities. This method of practice has the advantage of providing a wider range of specialties and some method to insure continuity of care.

hospital clinics

In many urban areas, hospital clinics provide the bulk of primary care for the surrounding community. If this is the main option or under consideration, keep in mind that while highly

specialized services are often available, continuity of care will very often suffer. In these settings it often happens that every time an individual goes for an appointment, he will see a different doctor.

An advocate should closely monitor the treatment plan and be ready to point out any seeming discrepancies. If, in fact, it takes considerable effort to get needed medical attention, then your advocacy may be needed.

Emergency rooms should be used only for emergencies. While many people use them as their point of access to health care, it is a wise advocate who works to teach the developmentally disabled citizen a better method of obtaining care.

Health maintenance organizations-- hmo's
HMO's are the new organizations in the system that stress primary care and prevention over hospitalization. There are many different kinds emerging from pre-paid group practices to hospital or physician organized HMO's which retain a fee-for-service payment structure.

HMO's offer a wide range of services and theoretically provide good methods for continuity of care. Some, however,

may be unwilling to enroll developmentally disabled people because of their traditionally high medical utilization rates. The state public health and insurance departments can be used as regulatory agencies if this is a concern for you.

Health Maintenance

Health self-help is a real possibility for everyone today. Some of these issues will be covered in more detail later under such topics as exercise and nutrition, but here we want to discuss routine health maintenance.

For example, blood pressure kits are now available and developmentally disabled individuals or their advocates can be trained to monitor blood pressure. If hypertension or over-medication is a concern, then regular monitoring can be a helpful activity.

Routine breast checks for women can be taught and should be part of a regular health maintenance program.

The safe storage and use of medications is another topic which can not be stressed enough. Over-medication or dependence is an issue facing many developmentally disabled people and should be a continuing topic for discussion with the individual's physician.

The use of other people's prescriptions should be avoided.

Hygiene

The more disabled the individual, the more important the issues of hygiene and grooming become. One of the greatest barriers to integrating developmentally disabled individuals into communities and community activities is their appearance. A person's physical characteristics which make them look different are exaggerated by poor personal hygiene or dress.

Personal cleanliness may be one of the most difficult topics to discuss with anyone, but sometimes it must be done. The approach will vary with the individual, but often a quiet, direct one works best. Be sure to do it in private and offer recognition and support if any change in behavior occurs.

Dental hygiene is one area often overlooked, even by medical practitioners. It's important to stress regular attention to the teeth and the use of mouthwash if necessary.

An important resource on oral hygiene is the National Foundation on Dentistry for the Handicapped, 1726 Champa St., Suite 422, Denver, Colorado, 80202, telephone, 303-573-0264. The

Foundation has developed model hygiene programs in a number of locations and has other materials available.

hair care

Another concern is the care of the hair. Frequent washing is important, of course, but it may be important to also consider a good stylist instead of the local barbershop. A local beauty parlor or stylist may be willing to help with hair care during their slower hours of operation.

Grooming

We've all seen our share of people walking around with plaid shirts and striped pants, long dresses and short, turned-down socks, and ripped rain coats. We know how we try to avoid coming too close to such people.

When it is a developmentally disabled person who looks like this, it's clear that the advocacy role is not being performed well.

There are some things that can be done short of laying out an individual's clothes every day. One is to take the person shopping as a starting point to teaching color coordination and clothing selection. Mannequins in department stores are well dressed. Clothes catalogs are another alternative.

If the person lives with others who also need assistance, a mix-and-match board can be assembled with cut-outs from a catalog. An in-house fashion show is also another possibility.

Photographs--keep an instant camera handy for the time the person looks particularly good. It can be used as a teaching tool as well as a source of reinforcement.

Cosmetics for women is an added consideration. Some of the larger department stores or home sales programs may be willing to run an instructional program for a group of people. The presentation is usually free, although there is an expectation that the participants will buy some make-up.

You may also want to check the local adult education program for courses which may be offered or try to find a retired person with an interest in cosmetics who would be willing to teach some people.

Of course, your own example as an advocate may be the strongest influence of all.

Nutrition

Nutrition is probably the single most important element of a healthy life style.

Most people, regardless of background, have little nutrition information.

An advocate can be an effective model and assistant in teaching good basic nutrition. Aside from eating a balanced meal--the basic four food groups--there are some ways of teaching and learning nutrition.

Book stores and libraries are sources of written materials. Some trade associations publich materials for schools that may be helpful since they utilize symbols instead of words.

A local hospital or school dietician/nutritionist may be willing to teach a group of advocates and developmentally disabled individuals.

The local dairy council office may have an educational program. In some areas large supermarket chains have a nutritionist on staff who can be persuaded to conduct an educational program. For these organizations the starting point is the public relations office.

Food Preparation

What everyone needs is a patient mother who cooks alot. However, since many of us have not experienced the wise

counsel during our early years, the next best thing is trying it for ourselves.

The same with developmentally disabled people. They should be taught, allowed, even encouraged, to try everything from basic food preparation to more advanced cooking.

Most kitchen appliances are safe for use by anyone and only if there is a physical limitation should use be restricted. This is an area where many advocates proceed cautiously and as a result, the developmentally disabled wind having things done for them rather than learning to do it for themselves. This is not to say that our caution should be thrown to the wind. As with every new experience, the operation of kitchen appliances should be monitored closely until the individual reaches an acceptable level of proficiency.

Many of us remember learning to cook in our mother's kitchen. So, the easiest thing to do might be to find a retired mother who loves to cook.

resources

If that's not feasible, local adult education programs may have food preparation courses. The home economics program

in a local school may be willing to offer a special course or develop a special project for the more advanced high school students.

Don't overlook the short order cook at the local greasy spoon. The person may be a gourmet cook on the side and be delighted with an opportunity to show off.

The New England Gerontology Center in Durham, New Hampshire publishes a booklet on kitchen cleaning (75¢). The Superintendent of Government Documents, Washington, D.C. can provide a list of free or low cost publications on food preparation and storage.

Household Maintenance

Very often we overlook the need to help developmentally disabled people to learn the techniques of basic home maintenance. This can be true for individuals living at home as well as in group residences or apartments. This failure on the part of advocates is often not justified except by our own limited expectations. In some cases it can be an inconvenience to the individual while in others it could be dangerous.

For example, if a resident of a group home is reading and someone blows

a fuse, why should the person have to wait until a staff person or an advocate arrives to replace the fuse or trip the circuit breaker?

In other cases, such as slippery sidewalks in winter climates, it is dangerous and irresponsible not to teach residents how to sand sidewalks properly.

This section will look at basic home maintenance items with some suggestions on techniques and sources of additional information.

floors

Regular cleaning keeps floors from wearing quickly and is a positive factor in house safety. Rugs should be securely fastened and corners that turn up fastened with double sided tape available in most hardware stores.

kitchen

We all know the importance of keeping remainders of food off the floor, not letting dishes stand in the sink for long periods of time, and removing spoiled food from the refrigerator.

plumbing

Most of us have had the experience of a plugged drain or stopped up toilet. Few of us have had experience with a plumber's helper.

A good plunger, properly applied, can clear many obstructions. Make sure

the standing water in the sink or toilet covers the top of the rubber and apply quick downward force, then remove the plunger. A few applications should be sufficient unless the blockage is serious enough to call a plumber. Note that you should not use a household drain chemical with a plunger and never use chemicals in a toilet.

Of course prevention is the best method of keeping drains working properly. Cleaning loose hair out of the drain after washing, not disposing of sanitary napkins in the toilet, and not pouring grease and other food wastes down kitchen drains are three most important prevention measures.

Being a good neighbor in most winter climates means clearing your sidewalks and steps of snow and ice . . . indeed, it is usually against the law not to do so. Sand, ashes from a fireplace, or kitty litter (unused, of course) are acceptable covering for icy sidewalks. Keep in mind that you only need a thin covering because you won't want people tracking the excess into the house.

sidewalks

Of course, it is possible to generate community spirit and support when you help dig out other people's cars and

clear the sidewalks in front of elderly people's houses after a blizzard.

Covering your garbage cans, keeping garbage wrapped in plastic, secure from roving animals, and cleaning up the street in front of the home are basics to being a good neighbor. Many of the so-called normal people don't bother with such niceties, but developmentally disabled people are going to be judged much more harshly than others. — trash disposal

Weatherstripping windows and doors is a good Saturday project that can mean reduced heating bills as well as a more comfortable environment and a sense of accomplishment. Most packages of insulation have easy-to-follow directions. — energy conservation

People--all of us--need to learn to turn lights and stereos off when we're not in the room.

Other easy-to-learn and easy-to-do projects include insulating water heaters and pipes, installing plastic over windows with major drafts, and caulking storm windows.

Where do you learn about everything from weatherstripping to cleaning floors? The first place to start is the library or bookstore for a sample of "how-to" books. The Superintendent — resources

of Government Documents, Washington, D.C. will provide a list of free or low cost government publications.

Community colleges and adult education programs may offer courses on home maintenance problems, particularly the more important ones such as weather-stripping and plumbing.

Your local hardware or building supply store may also have publications or audio-visual presentations on selected topics. Also, ask about manufacturer's publications which may have additional "how-to" information.

Financial Management

Developmentally disabled people should be helped to become adept at handling their own finances. The skill one can obtain depends to a great extent on their individual capability. The information presented here, therefore, will be of a general nature and our advice to the advocate is to look for expert assistance from the local bank, an accountant, or certified financial planner when the issues are complex.

primer on banks

There are many types of banks and banking institutions organized and operated today. Most banks, even those with "national" in their titles operate under

state banking laws and are regulated by a state agency.

One important thing to keep in mind when opening a bank account is to make sure the institution is a member of a "deposit insurance program" of which the "Federal Deposit Insurance Corporation" is the largest. This program insures the money deposited in the account in case the bank gets into financial trouble.

Commercial banks: banks that are organized to provide a range of services to the public. In many areas, these banks are the only ones able to provide checking account services. — commercial

Savings banks: originally organized to encourage "savings," these banks can pay more interest on savings accounts than a commercial bank. In some states it is possible for savings banks to issue checking accounts (so-called NOW accounts) where interest is earned on the balance of the checking account. — savings

Cooperative banks: similar in nature to savings banks, these banks may offer depositors a dividend at the end of the year. — cooperative

When you go to open a bank account with a developmentally disabled person, — banking services

choose a bank that is close to where the person lives. A smaller bank might be better because they may be able to spend more time with the person. Of course, if your personal bank is nearby, that may be the best choice.

Go to the bank the first couple of times when the bank is not too busy. If there are problems, you won't be holding up a whole line of people and the bank personnel may be more willing to help you.

savings accounts

Savings accounts: A savings account can usually be opened with as little as $5.00. If the person is making a substantial deposit and is not going to need the money, ask the bank official about "notice accounts." For example, a 90-day notice account may pay ½% more interest than a regular account. The only difference is that you have to give 90 days written notice before a withdrawal can be made.

Passbook accounts require that the record book be presented each time a transaction is made.

checking accounts

Checking accounts: A checking account may be convenient or necessary if an individual is responsible for paying telephone or utility bills. There is added work with a checking account,

however, and it may be easier to use a saving account and ask for register checks from the bank to pay these bills. The additional work with a checking account is called "reconciliation." Monthly, the individual has to add all of the deposits, subtract the amount paid by check and any bank charges to find out how much is in the account.

Some banks charge for checking accounts, either by a monthly service fee or a fee for each check written unless a minimum balance is maintained in the account. This could be important and could be worth talking about with the bank officials.

trust accounts

"Trust accounts" in the names of the advocate and the developmentally disabled person or someone else are accounts (both savings and checking) in which the advocate shares in the responsibility for maintaining the account. They can require one signature or both.

photo i.d.'s

Some banks, in response to the fact that not everyone drives a car, offer or can arrange for the issuance of a photo identification card. This service may also be available from your local police department.

direct deposit

Federal Social Security or Supplemental Security Income payments (SSI) may be deposited directly to either a savings or checking account. Once a month the U.S. Treasury will transfer electronically a credit to the account at the bank. This eliminates time spent in the mail and the danger of a check being lost or stolen.

life insurance

Often overlooked in the day-to-day management of a developmentally disabled person's finances may be the need for life insurance. Most savings banks offer low cost term insurance which is generally rated by insurance consumer organizations as a good buy. The annual rates are low and usually do not require extensive bookkeeping or a physical examination.

other financial issues

investments

It may be that a developmentally disabled person has been extremely frugal during the past ten years or has inherited some funds from a deceased relative. Other investments may then be better than a savings account.

The key to getting sound financial advice is to search for a certified financial planner. While banks and insurance companies offer these services, they often recommend their own services.

Therefore, an accountant or lawyer with proper training may be more objective. In some cases, representatives of major investment houses may be a good resource since they can offer a wider range of options. The most important consideration is that an individual does not lose his or her SSI benefits. If more than $1500 is in one's savings account, then he or she is no longer eligible for SSI benefits. A trust account set up for the care of John Doe may be wiser.

The treasurer or legal counsel of a state or local advocacy organization may be knowledgeable on the subject of investments and be able to refer you to someone who is skilled in financial planning. Unfortunatley, most lawyers or financial planners are not skilled in the rights and entitlements of the developmentally disabled. Contact the local Association for Retarded Citizens, state Protection and Advocacy System or state Developmental Disabilities Council to find out about persons skilled in financial planning for the developmentally disabled.

individual retirement accounts

Some developmentally disabled people are making enough money to pay taxes, but are in jobs without any retirement benefits. If this is the case,

an advocate may want to look into an IRA account. Essentially, this is a long-term savings account. A person can deposit up to 10% of his income annually and reduce his gross taxable income by that amount. The money has to go into a special account which a bank, insurance or stock brokerage firm can establish. The money, however, can not be withdrawn until the person reaches the age of 59½.

representative payees

Similar to trust accounts, a representative payee is a person who is designated to receive the SSI or Social Security check for a developmentally disabled person who is not capable of handling his or her own financial affairs. This differs from a conservator who handles all financial matters for a client. The representative payee is only responsible for state or federal checks an individual may receive.

Legal Liabilities and Rights

liability for injury

Your legal responsibilities with your friend remain the same as your legal responsibilities with a non-handicapped person. It is important that you protect yourself from any unnecessary legal problems by securing adequate automobile insurance and adequate home owners insurance. In order for you to

be liable for the injury of another person, regardless of one's physical condition, gross neglect on your part must be proven in a court of law, i.e. driving to endanger under the influence of alcohol, being involved in a fight where injury to another resulted.

It is important that you become familiar with a person's condition when you are seeing the person on a regular basis. If a person is taking regular medication, it is helpful for you to become familiar with the types of medication and the time table. If a person is known to have semi-regular seizures, for example, find out how to make the person most comfortable. If a person is in a wheelchair or has a physical disability which will impair mobility, think about accessibility before you take him someplace. Try to prevent putting the person into an awkward situation.

Every person, regardless of his or her handicap, has a right to life, liberty and the pursuit of happiness under the Constitution. Because a person has a handicap does not mean that he or she can be denied good care or adequate treatment. Every individual has a right to privacy and religious and political freedom.

human rights

In most states a person has the right to make his or her own decisions once the age of 18 is reached. This right applies to persons with developmental disabilities or other handicapping conditions. This right is only denied if a court has appointed a guardian or conservator for the disabled individual. Once a guardian has been appointed, it is the responsibility of the guardian to make decisions about medical matters, education, work, housing and finances. Unless a person is severely disabled, it is usually not necessary that there be a guardian.

The law prohibits discrimination against a person because of blindness, deafness or handicap in admission or treatment in public places including: section 504

Public libraries, museums or planetariums.

Places of public amusement, recreation, sport, exercise or entertainment.

Auditoriums, theaters, music halls, meeting places.

Boardwalks, public highways.

Restrooms, barbershops, bathhouses, seashore facilities.

Restaurants, bars, eating places.

Gas stations, garages, retail stores.

Public transportation, land, water, or air, stations and terminals.

Inns, taverns, hotels, shelters, motels, trailer parks, resorts,

etc. for people seeking housing, lodging, food, drink, entertainment, health, recreation, or rest.

Under federal law, Section 504 of the Rehabilitation Act of 1973, recreational, educational and avocational programs receiving federal funds cannot discriminate against solely on the basis of a handicap. However, a person does have to be qualified for the program. Admission requirements and administrative rules require people to be treated as individuals and not as a class. For example, a camp should not automatically exclude everyone with a particular disability.

If a person is confined to a wheelchair, the individual should have access to most recreation programs. Those programs receiving federal funds should be accessible to handicapped people. This may mean putting in ramps in some areas, or arranging to have aides available to assist the handicapped participant. Recreation programs that might receive federal funding include:

City recreation programs.

School and college physical education, athletics and extra-curricular activities.

National parks and forests.

Museums and art galleries.

Concert and theatre programs.

Libraries.

Drop-in centers or neighborhood centers.

Stadiums.

Camps.

There are guidelines which enforce this law and programs which discriminate against the handicapped can lose their federal funding. However, before sending a written complaint to anyone, try educating the agency that is practicing discrimination. Teach them about the abilities of people with handicaps when the appropriate support systems are provided.

E. SOCIAL ACTIVITIES

Special Interest Clubs

For almost every activity or interest there is a special interest club. Photography, cooking, stamp collecting, radio and electronics, sewing, crafts, and bicycling are some that come quickly to mind.

Many of these clubs are open to new members and if the developmentally disabled person has a particular interest, club membership may be one additional place for expression, stimulation and participation.

Don't deny the person the chance to join because of the myths discussed earlier. Give everyone the benefit of the doubt.

To find out whether a club exists or when and where such groups meet, check out these local sources of information: libraries and school departments (because they may be places where the groups hold their meetings), boys

and girls clubs, Y's, adult education programs (because they may provide sponsorship), and the living, hobby or events listings in your newspaper. Ask around, talk to people in shops that sell the supplies necessary for a hobby or activity, and talk to people you know who are into such things.

Self-Help Groups

There is a movement in the field of developmental disabilities towards establishing self-help groups. These groups are usually established with the support and assistance of an established service or advocacy agency. Check out the local association for a particular disability or write the national organization or your state developmental disabilities council.

Self-help groups offer the chance for people to get support, counseling and assistance from people who are experiencing living with similar handicaps. It can be a rewarding, ennobling, and empowering experience for a person with a handicap to join with and learn from others.

Cultural Activities

Art and music are universal languages and museums and concerts should

be on every advocate's list of things to do with a developmentally disabled person. Exposure to the best often acts as a challenge.

If a museum is not within your reach, then it is possible to bring the museum to the community in other ways. Contact the public relations department of major museums to see if they have any educational slide programs available or can send you a publication on their exhibitions. The local art teacher may have a favorite slide show that he or she put together for class and would be delighted to share or the school or college library may have a prized collection of prints. Books also are a good source of art and who knows what would result from a letter to Time-Life Books in New York City?

Expand people's taste and interest in music by sharing some of the finer symphonies on records if there isn't a local classical performing company. Again, many libraries maintain record collections for distribution. They can be checked out just like books.

F. CIVIC ACTIVITIES

It may be fitting to conclude a manual on leisure time activities with a section on civic projects. If we are truly concerned with mainstreaming and integrating people into community activities, it has to be a two-way process. We can not simply ask what is the community doing for the developmentally disabled, but we must also ask what are the developmentally disabled doing for the community.

Listed below are some ways of helping others.

Clean-up, Fix-up

Spring and fall are traditional times when neighbors get together to clean vacant lots, prepare the playground for summer (or winter), spiff up the grounds of the local park or countless other jobs that require community support.

In activities such as these, every willing worker is welcomed with open arms and if it is a group from a

community residence, the more the merrier--less work for everyone.

Watch for signs in stores, talk to neighbors, read the local newspaper to find out when events like these are going to happen. Then, show up on the day of the event ready to work.

Of course, don't overlook the possibility that developmentally disabled people can become the catalysts and organizers of such projects.

Volunteering

With the cutbacks in human services funding, the avenues open for volunteering have increased significantly. Many developmentally disabled people could be volunteers as part of a day placement or even an after-work or weekend activity. The advocate may have to work to overcome initial resistance from program staff, but once that is done, receptivity usually increases daily. Sometimes volunteering pays off in a paying job, too.

Day care centers for children need teacher's aides; school systems are looking for mother's helpers (men or women), and playground supervisors; senior citizen programs like to have young people around to help out with the heavier tasks which need to be done;

and hospitals have an endless variety of jobs for a committed volunteer.

Bazaars and Fairs

The local church or civic organization may be sponsoring an event to raise money. There can be many ways of participating: helping to set up and take everything down, cooking and donating food for sale, setting up and running a booth selling art work produced by developmentally disabled people, or helping people at other tables.

Raising Money for Others

People active in programs for the developmentally disabled are always looking for money for their own programs. Thus, people who are exploited annually on major television programs, are seen in the community as well, as always having their hands out.

Try reversing the image. Volunteer to raise money for UNICEF, the United Way or Community Chest, or a local drive to help people burned out of their homes. Sponsor a bazaar or fair of your own with the proceeds going to some other group--it will establish a real bond between the two groups and may open up other possibilities for leisure time interaction.

Yes, it is possible for developmentally disabled people to sponsor a blood drive. It's been done already.

That is not to say that it was easy. A great deal of time had to be devoted to finding the right person at the local blood collection agency and overcoming the resistance of other people in the organization. But the drive was a success and the nurses at the site remarked that they would like to have such responsible assistance every day they work.

It is not important that everyone can donate blood. Lack of complete medical histories or taking medication are reasons why some people cannot be donors. However, people can still be involved as there are many other things to be done.

Before the day of the drive pledges have to be signed. People can get pledges from staff, other advocates, members of the board and their families. But don't stop there. This is a good opportunity to go door-to-door in the neighborhood and meet people working in the businesses and industries nearby.

Publicity is another important event. Press releases have to be written

and delivered, with photographs if possible. Local newspapers usually give good publicity to blood drives.

On the day of the collection, people are needed to take medical histories, administer blood pressure tests, carry collected blood to the refrigerator and pass out cookies and drinks to the donors. All in all, a well organized drive can easily keep ten people busy all day.

Transportation

One of the major deterrants to appropriate leisure time activities is lack of transportation. Most developmentally disabled people are dependent on another person to transport them from one place to another because they do not drive and public transportation is either inaccessible or unavailable. Obtaining better transportation for the developmentally disabled is a good civic project.

People with physical or mental disabilities who are capable of driving may get licenses. If necessary, their licenses may be restricted in various ways for safety reasons. When applying for a driver's license, a person may be asked, depending on the state, whether

there are any physical disabilities or any mental disorder, heart disorder, epilepsy or fainting spells. If the person answers "yes", the motor vehicle department may ask for a physician's statement on the disability, proof of reading ability and understanding of the rules of the road.

If you are turned down you may have a right to a hearing but you should investigate the appeal procedure quickly because there are often time limitations on how long you have until an appeal will not be accepted.

Section 504 of the Rehabilitation Act of 1973 requires federally funded transportation programs to become accessible. However, because of the costs, accessibility deadlines are several years from now. Stations and terminals constructed or altered after May 31, 1976 must be accessible, including entrances, elevators, toilets, boarding areas, fare transaction areas, phones. Under Urban Mass Transportation Administration regulations, half fare must be given to handicapped riders in off-peak hours, and if the vehicle was ordered after May 31, 1976, signs saying elderly and handicapped get priority for front seats must be posted.

Intercity buses and trains may not

deny transportation on the basis of handicaps, physical disability, or blindness or inability to board without assistance. Terminals must have signs saying where to get assistance, and companies must help with boarding, terminal accomodations and baggage, if a person desires.

Transportation is a good area for an advocate to invest some energy. By teaching your friend to use public transportation, you are giving him the freedom to move from one place to another without asking for assistance. If there is no public transportation in your area, contact the town or county officials and begin advocating for a bus or van with funds coming from the U.S. Department of Transportation. It is advisable to work cooperatively with a recognized advocacy agency. If the handicapped and elderly joined forces, public transportation could be provided.

G. TOURING YOUR OWN TOWN

As an advocate, you and your developmentally disabled friend can tour your own town.

Often we overlook the same attractions that we would never neglect while we were on vacation.

Every town has public and private institutions, organizations and activities that would make excellent destinations.

Where do you start? Try local government and business organizations. They will know about the many opportunities your city or town offers. Try travel agencies and the local bus companies that offer local tours. Most hotels have a magazine that lists activities and points of interest, often by week.

One of the most obvious starting points is the history of the town; its historical monuments, museums and points of interest. These facilities are

managed by city, county, state and federal agencies. Often they are free.

What about the operation of city, county, state and federal agencies? They often have programs and tours to show you how they work. They are proud of what they do and would be pleased to share their workings with you.

Every town has churches and cathedrals as well as cultural institutions and parks.

Seasonal travelling shows (car, home, hobby, flower and food) can be added to the list of the circus, ice show and craft fair.

Races? In addition to dog and horse races, there are stock car races, go cart races, drag races, motorcycle races and maybe wheelbarrow and plow races.

As you identify new activities, you will be surprised at how fast your resource list will grow. The key factor is finding out what is available and what both of you are interested in.

You may soon find out that everything from a dog show and art fair to a Ukranian festival and outdoor chamber music concert will necessitate choices about where to go and what to do.

The local business community is one of the greatest and most overlooked resources in most towns.

Businessmen, like people in government, are proud of what they do. Approached properly they would be pleased to share their operations with you and your friend.

Many business organizations have planned tours already established. You can tour a newspaper, steel mill, clothing manufacturer, television station or bank. Look in the telephone book. When you find a place that you are interested in, call the public relations office or the president of the company.

Farmers are business people too. There are dairy, grain, chicken, fruit, and beef farms. The list goes on and on.

Where can you go for further assistance? The Chamber of Commerce, Convention Bureau, as well as all branches of government will help. Watch the newspapers. Use the telephone book. It is often surprising how a sincere telephone call will yield results.

Often we are in too much of a hurry to get somewhere. We tend to forget that planning a trip and getting there

is half the fun. Use the following checklist to enhance your local tour.

1. Make a detailed plan of your trip.
2. Select a route and make a map. What will you pass on the way?
3. How will you get there? What other forms of transportation are available?
4. What can you expect to find when you arrive?
5. If you are unable to see or do everything, what is most important?
6. What special preparation is needed?
   - reserved tickets?
   - barrier free?
   - limited hours or days?
7. What can you learn from your trip?
8. How can you share your experience with others?

Appendix

Evaluation Form

Dear Reader:

It will be helpful to us to have your comments on the usefulness of this Manual. Please take a minute to fill out this form. Note in particular our desire to have additional listing of organizations in your area that offer avocational or recreational programs to developmentally disabled people.

Thank you.

Please send completed form to:

Department of Health, Education, and Welfare; 330 "C" Street, S.W.; Washington, D.C. 20201; Attention: Thelma Lucas Room 3070

Part I Evaluation

The Role of the Advocate

Please rate the section overall: ___poor, ___fair, ___good.

Do you agree or disagree with these sections:

	agree	disagree	comments
First Task			
Mainstreaming			
Dignity of Risk			
An Advocate's Skills			
Changing Public Attitudes			
Myths & Stereotypes			

What other techniques or ideas do you have on the subject?

Guidelines for Identifying Leisure Time Activities

How would you rate this section?

	not helpful		very helpful	Have you ever used it? yes	no
Checklist on Interests and Abilities					
Introducing New Activities					
Checklist for Review					

Please make additional comments:

Part II Evaluation

Please check the box that represents how helpful you found this publication.

In the additional resources column, please add the names of those individuals or places that provided you information, assistance, or instruction.

		Not Helpful	Helpful	Very Helpful	Additional Resources
I.	Avocational Activities				
II.	Recreational				
III.	Religious				
IV.	Self Help & Daily Living				
V.	Social				
VI.	Civic				
VII.	Touring Your Town				

*U.S. GOVERNMENT PRINTING OFFICE: 1980-0-629-884/6038

Copy cover S+T

U.S. DEPARTMENT OF
HEALTH AND HUMAN SERVICES
Washington, D.C. 20201

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, $300

Postage and Fees Paid
U.S. DEPARTMENT OF H.H.S.
HHS-393

DHHS Publication No. (OHDS) 80-29006